

CHAPTER 1

INTRODUCTION

Chapter one describe the general aspects related to the research. It consist of rationale, research questions, research objectives, scope of the research, and significant of Research.

1.1 Rationale

Listening skills play a significant role in foreign language learning because the key to language acquisition lies in understanding the received information. Goh & Vandergrift (2021) state that listening is a crucial skill that plays a significant and essential role, it enables language learners to receive and interact with language input, fostering the development of other language skills. According to Mendelsohn & David (1994) in Nasir & Prafitri (2023) listening plays a crucial role in communication since listening takes up 40-50 percent of overall communication time, compared to speaking takes up 25-30 percent, reading takes up 11-16 percent, and writing takes up around 9 percent. Kabri & Budiyanto (2023) highlight that listening comprehension is an essential ability that significantly contributes to effective language learning, ensuring success in communication, academic pursuits, and cultural integration, particularly when learning English as a Foreign Language. Furthermore Putri, Dageng, & Isnaini (2022) emphasize that listening skills play a crucial role in supporting the development of other English language skills. Developing strong listening skills is essential for achieving proficiency in English as a Foreign Language.

Even though the importance of listening skills is increasingly recognized in this era, various challenges persist in teaching listening in English as a Foreign Language (EFL) classrooms (Putri, Dageng, & Isnaini, 2022). Ramadhiant & Somba (2021) identified several factors affecting students' listening comprehension activities including the speed of speech, the quality of the audio system, unfamiliar pronunciation, and limited vocabulary among EFL learners. Furthermore, Nasir & Prafitri (2023) found a strong negative correlation between listening anxiety and students' listening comprehension, indicating that higher levels of anxiety lead to lower comprehension of listening materials.

Listening anxiety, which causes individuals to feel tension, fear, discomfort, and worry, is believed to influence students' understanding in listening classes (Annisa, Adnan, & Marlina, 2020).

Listening anxiety has been widely studied in the context of English as a Foreign Language (EFL), with various researchers examining its causes, effects, and possible strategies for alleviation. Hermawan (2012) highlighted that external factors, such as learning materials, the environment, and teaching methods, significantly influence listening comprehension. Previous studies, such as Nasir & Prafitri (2023) explored the relationship between listening anxiety and comprehension among university students, finding a strong negative correlation between the two. Other works, Maharani, Warna, & Sartika (2022) identified specific anxiety triggers, including text complexity and speaker delivery speed. Li (2022) emphasized the role of listening strategies and motivation in mitigating anxiety using meta-analysis. While these studies provide valuable insights into listening anxiety, many focus on specific dimensions, such as anxiety's correlation with test performance (Liu & Xu, 2021) or its relationship with enjoyment and metacognitive awareness (Wang & MacIntyre, 2021). In contrast, the current research at Universitas Kuningan adopts a broader perspective, examining students' attitudes level towards the important of listening comprehension, anxiety, and efforts in addressing listening anxiety. By exploring both internal and external factors in a localized Indonesian context, this study aims to complement existing research and provide actionable strategies to enhance listening comprehension and reduce anxiety among EFL learners.

1.2 Research Questions

The research questions in this study aim to explore the factors related to listening anxiety among EFL students at universitas Kuningan. There are several research questions to be examined:

1. What are the students' attitude level towards the importance of learning comprehensive listening to English spoken texts?
2. What are the students' attitude level towards the anxiety faced in comprehensive listening to English spoken text?

3. What are the students' attitude level towards the effort in enhancing the comprehensive listening skills in English spoken texts?

1.3 Research Objectives

The objectives of this research are aligned with the research questions and aim to explore key aspects of listening anxiety among EFL students at universitas Kuningan. Specifically, this study seeks to:

1. To assess students' attitudes toward the importance of learning comprehensive listening skills for English spoken texts.
2. To identify the students' attitude towards anxiety in engaging with comprehensive listening of English spoken texts.
3. To explore students' attitudes toward the efforts required to enhance their comprehensive listening skills in English spoken texts.

1.4 Scope of The Research

This research aims to reveal Universitas Kuningan students' experience in listening to English-spoken texts, where English is a foreign language. The participants in this research are students from the English Education Program at Universitas Kuningan. Each statement in this study draws on three aspects developed by Oskamp & Schultz (2005), affective, behavioural, and cognitive. To identify students' attitudes toward learning comprehensive listening to spoken English texts, the statements divide into three topics:

- 1) Students' attitudes toward the importance of comprehensively listening to spoken English texts.
- 2) Students' attitudes toward the anxiety in comprehensively listening to spoken English texts.
- 3) Students' attitudes toward the effort in comprehensively listening to spoken English texts.

Regarding the types of anxiety faced by students in learning to listen comprehensively, the study focuses on two topics:

- a) internal issues, including material, language, concentration, psychological aspects, and students' listening skills, and
- b) external issues, including the speaker and physical or environmental factors.

Furthermore, concerning efforts to improve students' listening skills, this research explores the strategies students employ both on campus and outside the campus environment. The scope of this research focuses on exploring the experiences of English as a Foreign Language (EFL) students at universitas Kuningan in developing their listening comprehension skills in English. By focusing on these interconnected areas, this research aims to provide insights that contribute to the development of effective listening instruction and strategies tailored to the needs of EFL learners, particularly in the context of universitas Kuningan.

1.5 Significant of Research

This research has potential contributions both theoretically and practically. Theoretically, this research is expected to enrich the theory of learning listening to English spoken text in the context of learning in Indonesia. Practically, this research is expected to provide foreign language teachers with a better understanding of the anxiety faced by students, particularly in learning listening to English spoken text. In addition, the findings of this study are expected to be able to guide teachers in determining the right methods, teaching materials, and assessment techniques that are tailored to the anxiety faced by students, aiming to enhance their comprehension skills in listening to English spoken text.

On the other hand, this research also aims to identify the challenges students encounter during the learning process. enabling student to recognize factors that hinder their learning, particularly in listening comprehension of English spoken text. By recognizing these factors, students can reduce or even eliminate these factors, and students can improve their understanding of listening to English spoken text comprehensively.

This research is also expected to contribute to researchers, especially researchers who are interested in conducting research in the field of education. The findings of this research can be a reference for researchers to conduct further research on the same topic with different studies. By conducting further research, the findings obtained will contribute more to the field of study.